NATIONAL CONGRESS BULLETIN

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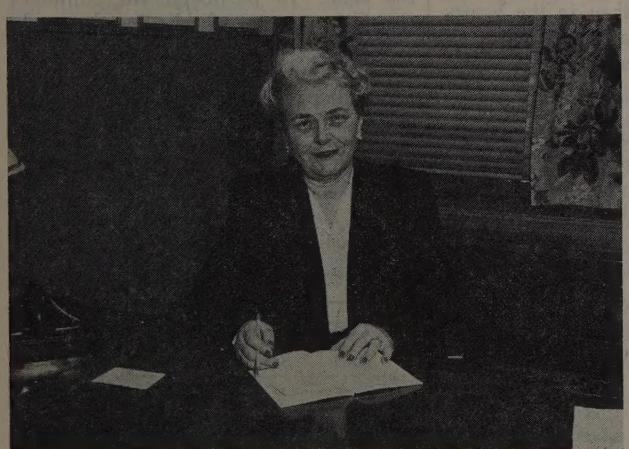
Dear Local Presidents: _____

SCHOOLDAYS are beginning again, and so is the parent-teacher year. To those of you who this month are entering for the first time upon your active duties as officers of parent-teacher associations, I extend a special greeting. Yours is the thrill of fresh adventure. A whole year lies ahead, full of challenge, inspiration, and—yes, of hard work and perhaps even of disappointment. It is good to remember, however, that whether your plans succeed or suffer a temporary setback, you are never completely alone. All of us, seasoned veterans and untried beginners, stand ready to give each other generous help and encouragement whenever it is needed.

In welcoming the newcomers to our official family, I do not for one moment forget our old friends and faithful co-workers in local associations throughout the country. I hope that you found the summer months a time of inner refreshment and rediscovery, a time for appreciating anew the enduring values of family ties, old friendships, and nature's beauty.

Key Persons in Key Posts

At this time, too, it is fitting that we take stock of the way in which our Four-Point Program is being carried out. Are we all doing our part? How can we do more—and do it better? Our program got under way last January. In the nine months that have passed since then, our objectives have been further defined, and many specific action projects have been announced. We hope you have been able to select the phase of work best suited to the needs of your community and the talents of your membership. Now in this September *Bulletin* you will find a section devoted to "Key Persons in Key Posts." There you will be able to see what is expected of you as local leaders and what you may expect of leaders at county, district, state, and national levels of the organization.



A candid camera picture of Mrs. Hughes at her desk in the National Office.

A Common Fund of Knowledge

During the past year our official monthly magazine, the *National Parent-Teacher*, has carried many articles on each of the major areas that are being emphasized in our program: *School education, health, world understanding*, and *parent and family life education.* Many more such fine articles will be published in the months to come. You will not want to miss a single issue, for you are sure to find stimulation and guidance in every one of them. As you turn more often to the pages of the magazine for your own enjoyment and profit, you will find yourselves discussing what you have read with other parent-teacher leaders, frequently borrowing an idea that has proved its worth elsewhere in the country and adapting it to your local needs. You know how much the magazine helps you. Why not, therefore, share your enthusiasm with others? Encourage your fellow members to subscribe also. Prompt them to renew their subscriptions so that they will not miss even one issue. In this way all of us will have a common fund of knowledge and inspiration. One of the very best ways to build morale and unify enthusiasm behind our objectives is through the free interchange of opinions and ideas concerning our many interests. For this purpose the *National Parent-Teacher* is an ideal medium.

Summer Course a Success

The parent-teacher leadership course that we sponsored this past summer at Northwestern University was again an outstanding success. For three intensive weeks during August, students earnestly studied the parent-teacher organization and the relationships of home and school.

American Education Week

American Education Week, which will be observed November 9–15, will bring to every American the timely reminder that "The Schools Are Yours." Our public schools need the support of every citizen now as they have never needed it before. As one of the sponsors of this special week, we of the National Congress of Parents and Teachers have a special obligation to make plain to our countrymen the grave plight of American schools today. It is not too early to begin laying plans at once for the part your association will want to play in making the observance of American Education Week memorable in your community.

Evaluate Your Program

At the start of our new year it would be wise for all of you to consider how the members of your local associations have been spending their energies. Has your P.T.A. allowed itself to become caught up in a round of tasks that are not actually promoting parent-teacher objectives? If so, resolve to conserve your talents and strength this year for parent-

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teacher projects and activities that really count. Perhaps your local school has seemed to need so many articles of equipment that you have found yourselves constantly holding money-raising parties or bazaars to buy this item or that for classroom or playground. Sometimes it is true that the P.T.A. supplies a real need in this practical manner that otherwise would go unfilled. In that case, the activity is praiseworthy. We must be certain, however, that we do not mistake the mere lack of an obvious comfort for an essential need. It is easy and pleasant, for example, to buy bright, new curtains for the kindergarten room. How much harder, but also how much more worthwhile it is, to persuade the parents of kindergarteners that the hard-working teacher needs their understanding and cooperation more than new curtains. So do the children.

Set High Standards

Now as we turn our energies toward the more exacting duties of the autumn and winter that lie before us, let us especially remember that we are beginning not just another year but a second half century of parent-teacher history. Let us, therefore, work with a will to achieve a memorable record that will set a high standard for the years to come and that will make us worthy successors to the leaders who have preceded us.

Faithfully yours,

Mabel W. Hughes

President
National Congress of Parents and Teachers

One of the art students of the Chicago Public Schools working on an original table decoration for the Golden Jubilee convention. The skill shown by the young artists who made these colorful favors won the applause of parent-teacher delegates. More pictures of the convention events will appear in future issues of the *Bulletin*.

FREEDOM TRAIN

A YEAR of national rededication to the ideals that made America great will be launched in Philadelphia on September 17. The time and place are significant, for on that date and in that city one hundred and sixty years ago the Constitution of the United States was signed and adopted.

Focusing public attention on our national heritage during this year of rededication will be a shrine on wheels known as the Freedom Train. This train is sponsored by a group of public-spirited citizens calling themselves the American Heritage Foundation. The train is being especially designed to carry the Declaration of Independence, the Bill of Rights, Washington's Farewell Address, the Emancipation Proclamation, and a hundred other priceless original documents. Each one will mark a specific event in American history or symbolize a particular period. Visitors will be able to board the train for a close-up view, and every precaution will be taken to protect the precious cargo.

This will be the first time that permission has been granted to move many of these precious documents out of the vaults and exhibit halls where they are permanently enshrined. Starting from Philadelphia, the Freedom Train will tour every one of the forty-eight states, stopping at hundreds of towns and villages along the way. Wherever it passes, patriotic ceremonies will be held. Its visit will provide the fitting climax to a week's festivities in each place, known as Community Rededication Week. Parent-teacher associations and other local groups will be given an opportunity to celebrate the common heritage of all Americans.

By bringing these documents out of storage and into the home towns of the people, the sponsors hope that the Freedom Train will reawaken in the hearts of American citizens an appreciation of our liberties and a firmer resolve to preserve them.

A Decrease in Delinquency

As community recreational facilities increase, juvenile delinquency decreases. The city of Richmond, California, confirms that discovery. In one Richmond district, for example, the police used to get a great many complaints about boys, the El Portal P.T.A. was told at one of its meetings. Since the establishment of a boys' club in the neighborhood, however, the complaints have ceased. Similarly, after recreational facilities had been organized in another district, the police found they were receiving only five calls a week concerning children instead of twenty a day.

Partners at Work

Cooperation between P.T.A.'s and teachers' organizations grows apace. From Rutland, Vermont, comes word of a newly organized joint committee of the Vermont Education Association and the Vermont Congress of Parents and Teachers. At its first meeting last January the committee discussed plans for united action concerning the welfare of children, schools, and communities in the state. In particular the conferees considered means of relieving the teacher crisis, of providing adequate and safe transportation for pupils, and of promoting highway safety through driver training in the schools.

Membership cards are distributed from the state congress office—*not* from the National Office.

NATIONAL CONGRESS BULLETIN

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NEW PARENT-TEACHER *Leadership Program*

LAUNCHED BY NORTHWESTERN UNIVERSITY AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

WHEN the National Congress of Parents and Teachers was organized fifty years ago, home and school were separate worlds, and the child was expected to fit into them as best he could. At home the parents were supreme; at school, the teacher was. Few and fortunate were the children who found parents and teachers agreeing; numerous and unhappy were those who found them pulling in opposite directions. Until the National Congress of Mothers—later composed of fathers and teachers, too—sturdily insisted that the child's welfare was one indivisible responsibility, there existed no bridge between these two vital training grounds where the child's life is shaped.

Now as the National Congress celebrates its Golden Jubilee year, more than four and a half million members guarantee that the interests of home and school are and ever will be fundamentally the same. The needed bridge has been found. It is a living bridge of parent-teacher memberships. It is a structure that grows stronger day by day.

THE NATIONAL CONGRESS PIONEERS AGAIN

A second half century now opens before the National Congress, and we press courageously forward to extend still further the knowledge of child development and home-school cooperation. Under our auspices and in partnership with one of the great universities of the country, there will be launched this fall a three-year program that may well yield far-reaching benefits for tomorrow's children. Because the National Congress has great faith in the importance of this new undertaking, its Board of Managers has authorized that $25,000 be set apart to help finance it.

At Northwestern University, located in Evanston, Illinois, only a few miles from the National Office of the Congress, this three-year program in parent-teacher leadership is getting under way. Its purpose is to make students more familiar with the present-day organization of the home-school movement, its program of activities, and its implications for education today and tomorrow, and to train these students in the techniques of effective home-school relationships.

PROJECT IS JOINTLY ADMINISTERED

A joint committee of the National Congress and of Northwestern University, headed by your national president, will administer the program. The following members of the Board of Managers also serve on this committee: Mrs. J. W. Bingham, chairman of the national chairmen's conference; Mrs. John E. Hayes, first vice-president; John W. Headley, treasurer; Ralph H. Ojemann, national chairman of Parent-Education; and Mrs. Robert F. Shank, chairman of the state presidents' conference. Mrs. Frank A. Damm, president of the Illinois Congress is an ex officio member. J. Monroe Hughes, dean of the school of education, and members of his faculty will represent the university.

WHAT LED UP TO THIS COOPERATIVE UNDERTAKING

This parent-teacher leadership program is no sudden venture. It is the climax of an interest that has always been close to the hearts of parent-teacher leaders. For a number of years the National Congress has encouraged the establishment of courses on parent-teacher relations at teacher training institutions in many sections of the country. Never before, however, has the organization shared the financial and administrative responsibility for a program as extensive as the one now under way at Evanston.

The present program was foreshadowed in December 1945 when the Executive Committee of the National Congress voted to approve a project to establish a training center in a large university for faculty members of teachers' colleges who wanted basic instruction in the Objects, purposes, and activities of the organization.

This action was taken in connection with the formal acceptance by the Executive Committee of an invitation from Northwestern University to conduct a graduate workshop on home-school cooperation during the summer session. The first of these was conducted in August 1946 and the second in August of this year. It was hoped that these summer courses would demonstrate to Northwestern the importance of incorporating a similar course into the regular curriculum of the academic year.

After the successful completion of the 1946 summer course, therefore, your national president conferred at length with officials of the university in order to explore the possibilities of developing a more comprehensive program in the field of home-school relations. As a result of these meetings, Northwestern submitted to the Congress a proposal (1) outlining the university's resources that could be utilized in building a permanent parent - teacher leadership course and (2) suggesting the obligations that the National Congress would have to assume to help launch the program successfully.

The proposal, with recommendations, was received from the president of the university and the dean of the school of education just in time for presentation at the preconvention meeting of the Executive Committee of the National Congress last May. The Executive Committee voted unanimously to recommend that the Board of Managers of the Congress accept the proposal and that it authorize a grant of $25,000 to the university to help finance the project, the grant to be paid in three annual installments.

In order to give the Board members time to study the proposal, action was deferred until the postconvention meeting in June. At that meeting the Board accepted the proposal and empowered the president to appoint a representative group of Board members to serve on the joint committee with representatives of the university to work out details. It is indeed gratifying to all of us to be able to report that this action by the Board of Managers makes it possible for the Congress to embark on a new and challenging venture during our Golden Jubilee year.

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PLANS FOR THE COURSE

Beginning in September, this parent-teacher leadership program, under a full-time director, will be made a part of the regular year-round curriculum of the school of education of Northwestern University.

The program, as planned, will reach primarily persons in colleges, universities, and teacher education institutions who are specializing in curriculum planning or in the instruction of teachers. A principal goal will be to give such men and women specific information on the problems, techniques, and projects of the parent-teacher movement which they can later incorporate into their own teaching programs.

The training program will also be offered to school executives and supervisory personnel, classroom teachers, and special staff members, such as school psychologists and teachers of exceptional children.

It is intended eventually to set up a series of workshops at Northwestern to which leaders from state and local P.T.A. groups may come for a few weeks of intensive training in techniques of parent-teacher relationships, for a general background in the field of child development, and for a study of other interests included in our program.

The university will provide leadership and guidance to bring about more effective home-school relationships and to solve some of the problems that often retard them. Demonstrations of the techniques of working with parents, designed to promote better understanding between home and school, are being projected.

Still another phase of the program will be research in connection with various problems of joint interest to the university and the National Congress, especially those concerning home-school relationships. Students will study the techniques and procedures that have proved especially successful in bringing home and school into a closer working partnership. Factors affecting the very young child will also be stressed.

Many resources of Northwestern University will be employed in operating the program, with the cooperation of National Congress personnel. In addition to laboratories and clinics, the university will provide a consulting service of specialists in the School of Education, the departments of psychology and sociology, the Medical and Dental schools, the School of Speech, the department of home economics, and the Law and Music schools.

Thus the experience gained in bridging the gap between home and school, teacher and parent, is channeled for future usefulness as the National Congress of Parents and Teachers joins forces with a great university to work for the achievement of a common goal —better childhood, better teaching, better parenthood.

We plan to keep you fully posted on the development of this project and to share with you the valuable research findings and study materials that will be published as part of this great new parent-teacher enterprise.

MRS. L. W. HUGHES, *President*

THERE'S A YOU IN THE UNITED NATIONS

• Reminding every individual of hsi personal responsibility for a peaceful world, the sponsors of United Nations Week this year have adopted the slogan "There's a yoU in the United Nations." From September 14–20 the nation will observe the second annual United Nations Week.

As the General Assembly convenes in New York on September 16, the celebration of this special week will also be in the nature of a welcome to the delegates. Secretary of State George C. Marshall will deliver the opening address September 14 at the Hotel Waldorf-Astoria before guests of the sponsors, and his speech will be broadcast through the facilities of the National Broadcasting Company. Festivals, museum exhibits, special displays, and community-wide celebrations will also be held for seven days throughout the country. Each day's activities will be based on salutes from different phases of American life, as follows: Sunday, religion; Monday, science, education, and information; Tuesday, entertainment; Wednesday, business and industry; Thursday, sports; Friday, labor and agriculture; and Saturday, youth.

The National Education Association sponsors United Nations Week jointly with the National Broadcasting Company and the American Association for the United Nations. More than seventy-seven other national groups, including the National Congress of Parents and Teachers, cooperate.

Highlights OF THE MONTH

In the September issue of
NATIONAL PARENT-TEACHER:
THE P.T.A. MAGAZINE

Suppose They Don't Like School
by Ralph H. Ojemann

• In this, the first article in the 1947–48 parent-education series, the director of the study course discusses what to do when a youngster dislikes school. Is it up to the teacher to make him realize the importance of an education? Or can parents help, too, and if so, how? Dr. Ojemann gives us some valuable guiding principles for solving this oft-perplexing problem.

If Habit Training Goes Awry
by Gustave F. Weinfeld, M.D.

• Eating, sleeping, eliminating—these are the basic habits that must be developed in the very young. But what to do when they're apparently mastered and then something goes awry? In the first article of the current preschool study course, a noted pediatrician shows parents some of the reasons why Junior may lapse into habit-breaking periods sometimes.

Better Lives for All Our Children
1. The New Image of the Parent
by Bonaro W. Overstreet

• Beginning the 1947–48 series, Mrs. Overstreet dwells on parent-child relationships in this modern world. In giving our children "advantages," she points out, we have failed to give them "a sense of what they are growing towards." And her advice, as always, is full of wisdom on how to give our children—all our children—better lives.

A Parent Looks at the Teacher
by Dorothy Thompson

• In this article a distinguished parent brings her penetrating analysis to bear on the crisis of education. In the forceful prose for which she is so well known, Miss Thompson deplores the weaknesses of our educational system and looks to the parents and teachers of America for the answer.

Peace of Mind
by Joshua Loth Liebman

• The author of a best-seller that has helped thousands in their efforts to understand themselves discusses our psychological needs with rare insight and sincerity. Dr. Liebman cites four indispensable qualities that every person needs if he is to achieve that inner strength termed *peace of mind.*

Seeing Things
by John Mason Brown

"The test of a nation's civilization is *what its people do with their leisure,*" maintains our eminent critic and lecturer. He is of the opinion that education in this country has not "taken" at all, and proceeds to show wherein the hope for civilization rests.

FOUR-POINT PROGRAM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

Key Persons in Key Posts . . .

National Officers	• *Informing* • *Advising* • *Publicizing* • *Evaluating*
National Chairmen	• *Coordinating* • *Encouraging* • *Interpreting* • *Strengthening*
State Presidents	• *Planning* • *Organizing* • *Administering* • *Cooperating*
District and Council Leaders	• *Promoting* • *Guiding* • *Linking* • *Integrating*
Local Presidents	• *Investigating* • *Adapting* • *Activating* • *Reporting*

THE Four-Point Program of the National Congress of Parents and Teachers has been adopted as a basic guide and plan for all parent-teacher activities during the current national administration. It stresses four major areas of endeavor: *school education, health, world understanding,* and *parent and family life education.* Since the program was inaugurated, nearly a year ago, a special steering committee of members of the national Board of Managers has been working out a series of suggestions for local, council, district, state, and national leaders.

The first of these was a list of the *specific objectives* for each of the four areas, published as a supplement in the February 1947 *National Congress Bulletin.* Two months later the April *Bulletin* contained a second supplement showing how the specific objectives of the program could be achieved by means of well-defined *action projects* in local communities.

We now offer a third supplement in this series of suggestions: "Key Persons in Key Posts." Our purpose is to clarify the responsibility of every parent-teacher leader in developing the Four-Point Program in his particular capacity. We hope that this supplement will help parent-teacher groups to avoid overlapping of effort as well as any possible uncertainty or confusion. In this way leaders at all levels will find their proper places in the comprehensive plan.

A word of reminder about the program itself: No association is expected to attempt a great number of projects

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at the same time. It is far wiser to select a few that will fulfill essential community needs and carry them competently to a successful conclusion. Four-Point Program steering committees (and these should function at state, district, council, and local levels as well as at the national level) should also bear in mind that long-standing parent-teacher projects of established value can often be adapted to the purposes of the present program. One state, for example, has conducted a popular series of parent education radio programs for several years. Its state leaders are not launching a new series of programs as a Four-Point Program project; instead, they are urging their groups to make use of the existing series, which already has a sizable audience.

Following is the list of key persons, beginning with the national officers, and the responsibilities pertaining to each key post:

NATIONAL OFFICERS

President

1. Keeps the program before the Congress as a whole and at the same time interprets it to the general public and to other organizations whose work is related in some measure to the work of the National Congress.
2. Speaks at state meetings on the importance of the program and reports the progress being made in activating and implementing it.
3. Keeps the national Board informed about the steps being taken to utilize all facilities and channels of the organization for promotion of the program.
4. Directs the work of the National Office in preparing publications, statements, releases, and publicity of all kinds both for parent-teacher groups and for other organizations; also directs the work of the national field staff in developing the Four-Point Program at state, district, council, and local levels.

First Vice-president

1. Acts as chairman of the national Four-Point Program steering committee and coordinates the work of its members.
2. Presents the program and gives current information about it when serving as National Congress representative at state congress conventions, district meetings, conferences, institutes, and other parent-teacher gatherings as well as at meetings of cooperating organizations and agencies.
3. Cooperates with the national chairman of Publicity in devising ways to obtain wide publicity for the program at state and local levels.
4. Obtains the cooperation of all national chairmen in integrating the committee work, so that their special experience and knowledge can be brought to bear on the four areas of emphasis.

See January and April 1947 issues of the *National Congress Bulletin* for Four-Point Program *Objectives* and *Action Projects.*

Second Vice-president

1. Presents the program and gives current information about it when serving as National Congress representative at state congress conventions, district meetings, conferences, institutes, and other parent-teacher gatherings as well as at the meetings of cooperating agencies and organizations.
2. Assists the national president in interpreting the program to the membership and the general public.
3. Evaluates the program from time to time and suggests to the president how it may be improved, strengthened, and further developed.
4. Reports back to the president and members of the Executive Committee his personal observations of the work being done in the various state branches.

Secretary

1. Presents the program and gives current information about it when serving as National Congress representative at state congress conventions, district meetings, conferences, institutes, and other parent-teacher gatherings as well as at the meetings of cooperating organizations and agencies.
2. Chooses from official correspondence and records such items of action and information as may pertain to the development of the program and calls them to the special attention of the national steering committee.
3. Recommends to state secretaries that they in turn choose from official state records and correspondence such items of action and information as may pertain to the program and call them to the special attention of the state steering committee.
4. Studies material from allied organizations and refers to the steering committee information that may be used to advantage in developing the program.

Treasurer

1. Presents the program and gives current information about it when serving as National Congress representative at state congress conventions, district meetings, conferences, institutes, and other parent-teacher gatherings as well as at the meetings of cooperating organizations and agencies.
2. Stands ready to consult with state treasurers regarding promotion problems of a financial nature.
3. Evaluates the program from time to time and makes suggestions to the chairman of the national steering committee about how it can be improved, strengthened, and developed.
4. Studies material from allied organizations and refers to the steering committee information that may be used to advantage in developing the program.

Regional Vice-presidents

1. Work with the presidents of the state congresses in their respective regions, offering guidance and counsel on the best ways of undertaking and developing the program at the state level.
2. Discuss the program at state conventions, conferences, and institutes as well as at meetings of other educational and child welfare organizations.
3. Present the program at schools of instruction and show how to give it unity and continuity at the local level.
4. Act as resource persons when called upon for suggestions and advice by parent-teacher groups within their respective regions.

NATIONAL CHAIRMEN

1. Serve as consultants to the Four-Point Program steering committee of the National Congress.
2. Suggest ways in which the objectives and action projects of the program may be incorporated in the plans of work of their respective committees.
3. Interpret the work of their respective committees as it relates to the whole program whenever they are called upon to represent the Congress at meetings and conferences.
4. Prepare, at the request of the steering committee, material to show the state chairmen how they can make effective use of all resources at hand, including a list of experts who might be readily available for consultation.

STATE PRESIDENTS

1. Organize the work within their states; assign definite responsibilities to state officers, department heads, and chairmen; arrange for reports of progress at state board meetings; and keep the national steering committee informed of the progress of the work at the state level.
2. Use state conventions and other state meetings to interpret the program to the membership and, whenever necessary, call upon regional vice-presidents to assist in keeping interest aroused.
3. Cooperate with state bulletin editors in plans to publicize the achievements of the state in promoting the program, particularly through the president's monthly message.
4. Represent the state congress at educational and child welfare meetings, making each occasion an opportunity for explaining the objectives of the Four-Point Program.

DISTRICT AND COUNCIL LEADERS

1. Organize the work at these levels of parent-teacher effort, giving definite assignments to officers and chairmen and appointing a Four-Point Program steering committee.
2. Interpret the program to P.T.A.'s in terms of local needs, helping them to select suitable action projects and preparing for them lists of resource persons to whom they may appeal for assistance.
3. Encourage local units to cooperate in carrying out the program, using the facilities of the council or district as a clearinghouse.
4. Inform non-Congress groups of the objectives and activities of the program.

LOCAL PRESIDENTS

1. Organize the work at the local level, assigning definite responsibilities to officers and chairmen and appointing a Four-Point Program steering committee.
2. Study local needs; select action projects on which the association wishes to concentrate; and take steps to carry out these projects.
3. Call for progress reports and see that the membership is kept informed and encouraged at all times.
4. Have local committees collect materials useful in promoting the program and place them where they can be used easily and readily.

KEY LEADERS KNOW THEIR RESOURCES

Every community contains a wealth of resources for alert parent-teacher leaders, and chief among these are people—experts and authorities well qualified and willing to supply helpful information from their knowledge of a special field. They may be public officials, all the way from the local chief of police to the state governor, professional men and women, members of organizations whose work has a bearing on the program, or civic-minded residents who are concerned with some definite phase of community improvement. In any event the able parent-teacher leader will make it his business to know who these people are and where they may be found. The following list may offer some helpful suggestions:

AT THE STATE LEVEL . . .

- Officers and committee chairmen of the National Congress
- President and board members of the state congress
- State senators and representatives
- Officials of the State Department of Education, Health, Public Welfare and other agencies or divisions of the state government interested in the well-being of children
- The State superintendent of Schools
- Members of the state board of education and education councils
- Faculty members of colleges, universities, and professional schools in the state
- President and members of state education associations
- The state director of public health and members of his staff
- Officials of veterans' organizations
- Officers of the state chamber of commerce
- Leaders of farm organizations
- Parent education specialists
- Home demonstration leaders and home economics education supervisors
- Social welfare workers

Attention, Local Presidents!

Please keep a record of what you are doing to carry out the Four-Point Program. The national steering committee is planning to send a questionnaire to each P.T.A. in order to discover how extensively the program is under way. The results to date will then be given wide publicity.

AT THE DISTRICT AND COUNCIL LEVEL . . .

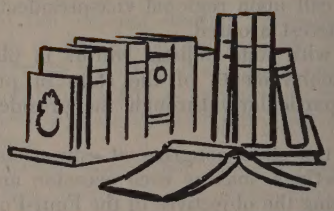
- Members of state congress boards of managers
- Consular representatives of foreign countries whose homes or offices are located in the area
- Judges and other officers of juvenile courts
- Superintendents of schools, including the county superintendent and any city superintendents in the district
- Members of school boards
- School principals
- Field representatives and supervisors of the department of education
- District or county health directors
- Officers of the county medical and dental associations
- Administrators of hospitals and clinics
- School physicians, dentists, and nurses
- School psychiatrists and specialists in mental hygiene
- Directors and staff members of health organizations
- County home demonstration agents
- County supervisors of home economics
- Clergymen representing all religious groups in the area

AT THE LOCAL LEVEL . . .

- P.T.A. council officers and chairmen
- Members of state boards of managers living in the community
- The local superintendent of schools
- Principals of local schools
- Faculty members of near-by colleges and universities
- Librarians
- Classroom teachers
- Physicians, dentists, and public health nurses in the community
- Members of school health staff
- Leaders and workers in the field of social service
- Law enforcement officers
- Civic leaders, such as members of service clubs, fraternal and businessmen's associations, and the local chamber of commerce and junior chamber of commerce
- Religious education leaders
- Clergymen of all local churches and synagogues
- Leaders of 4-H and FHA Clubs
- Leaders of farm organizations
- Foreign-born residents of the community, especially those who have become citizens
- Newspaper editors and publishers
- Tax experts and officers of the local taxpayers association

NATIONAL STEERING COMMITTEE ON THE FOUR-POINT PROGRAM

Mrs. John E. Hayes, Chm.
Mrs. J. W. Bingham
Ralph McDonald
G. F. Moench, M.D.
Ralph H. Ojemann
Agnes Samuelson
A. Pauline Sanders
Mrs. Robert F. Shank



CIRCULATE INFORMATION

The *National Parent-Teacher* and the *National Congress Bulletin* will be the main sources of news, information, and discussion material on the Four-Point Program. Consequently every association and council should be amply provided with copies of both publications. The combined subscription price is $1.30.

- **A member of your local Four-Point Program steering committee together with the magazine and publications chairmen should act as a team to build up circulation.**
- **The proceeds of a special feature—lawn or garden party, fair or carnival, game or benefit—could be used to purchase a number of subscriptions for the use of members.**

Sound, authentic, up-to-the-minute information will be a major factor in the successful development of the Four-Point Program. You can depend on your parent-teacher publications for such timely material. Plan now to make full use of them.

THE P.T.A. RADIO PROGRAM IS ON THE AIR EVERY SATURDAY

- ***Time—12:30 p.m., C.S.T.***
- ***Over NBC Stations***

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